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ABSTRACT

Almost 14,000 students in the Cincinnati Public Schools attended alternative programs during the 1983-84 year. These voluntary programs were designed to create racially balanced schools and to provide specialized learning experiences along with traditional academic curriculum. Acceptance to the programs is based primarily on racial balance, but students must also meet skill or achievement requirements for some programs. Evaluation of the 1983-84 programs showed that enrollment was 54% Black, 43% White, and 3% other races, that 31 of the 42 alternative programs met the school system's racial balance guidelines, and that with the addition of two new alternative program sites, enrollment increased by 503 over the previous year. California Achievement Test results comparing alternative and non-alternative students showed fewer alternative students in the below average stanines, approximately the same percentage of both groups achieving at the average stanines, and a larger percentage of alternative students in the above average stanines. Additional test results showed similar gains between groups in mathematics and slightly higher gains for the alternative group in reading. Results of attitude surveys displayed higher positive responses by the alternative groups. Monies allocated for excess teachers and instructional assistants totaled approximately $4,093,368. The non-personnel allocated budget amounted to $249,650. (KH)

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Evaluation Branch

EVALUATION OF ALTERNATIVE PROGRAMS

1983-84

By Maxine Stolar

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Executive Summary

The data in this report indicate that 13,854 students attended alternative programs during the 1983-84 school year. The racial composition of these students was 54% Black, 43% white, and 3% of other races, and the total number of students was 503 higher than the previous year's total. Of the 42 alternative programs, 31 fell within the racial balance guidelines established by the school system.

Results on standardized achievement tests in reading and mathematics show fewer alternative students as compared with non-alternative students in the below average stanines, approximately the same percentage in the average stanines, and a larger percentage of alternative students in the above average stanines. Additional test results indicate that both the alternative and non-alternative students obtained the same achievement growth in mathematics. Alternative students, however, made slightly higher gains in reading.

Attitudinal survey data comparing alternative and non-alternative students, teachers, and parents reveal alternative groups giving higher positive responses to items concerning interracial understanding, attitudes toward school, and safety and discipline.

Estimated costs for excess teachers and instructional assistants during the 1983-84 school year was $4,093,368. The non-personnel budget allocations to alternative programs during the 1983-84 school year was $249,650.

EVALUATION OF ALTERNATIVE PROGRAMS
1983-84

Introduction

For more than one hundred years the neighborhood school to which children are assigned according to their places of residence has been the dominant vehicle for schooling in the United States. Certainly, there have always been exceptions to this prevailing pattern: private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm.

During the last fourteen years, alternative programs have emerged in Cincinnati to provide additional options to attendance in neighborhood schools. As of December, 1983, there were 20 such programs in 4[illegible] schools. Two schools hosted two different alternative programs. In 1983, three additions were made to alternative programs - a French bilingual program at Mt. Washington, Spanish bilingual at Cheviot, and Montessori at North Avondale, grades K and 1. Approximately 14,000 students in Cincinnati Public Schools now attend an alternative program. The voluntary nature of the alternatives creates a new structure for public education without forcing families into something they do not want. These programs were designed to provide specialized learning experiences along with the traditional academic curricula.

Since balanced racial composition is the primary goal, applications for entrance into an alternative program are received from students regardless of where they may reside in Cincinnati. Acceptance to the program is based primarily on racial balance, but students must also meet skill or achievement requirements for some programs.

The purpose of this report is to present a compilation of evaluation data related to alternative programs in the Cincinnati Public Schools during

the 1983-84 school year. It is designed to assist in the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitudinal survey results and estimated costs will be presented for total alternative programs functioning in the 1983-84 school year.

Program Evaluation

Data Sources

Data for this report have been obtained from various sources. Enrollment and racial composition are reported by the Alternative Programs Office in the Department of Curriculum and Instruction. California Achievement Test data are maintained by the Testing Section of the Evaluation Branch. Attitude surveys are administered through the School Information Section of the Evaluation Branch. Cost figures are obtained from the Alternative Programs Office and the Administrative Research Section of the Evaluation Branch.

Enrollment and Location

Enrollment and racial composition data as of December, 1983, are shown in Table 1. The source is enrollment data on file in the Alternative Programs Office at that time. These data indicate that a total of 13,854 students were enrolled in alternative programs. This is an increase of 503 students over enrollment in the 1982-83 school year. The racial composition of the 1983-84 alternative students was 54% Black, 43% white, and 3% of other races. These percentages are very similar to those for the previous two school years.

An effort is made in the enrollment of students for alternative programs to maintain a racial balance reflecting that of the school district. Admission procedures follow the general guidelines of maintaining a 30% to 70% black membership in each program. For the 1983-84 school year, 31 (74%) of the 42 programs fell within these racial balance guidelines. This is a slight

Table I. Alternative Program Membership Distribution and Percent of Black Students, December, 1983.

Program/Location		Black	White	Other	Total	Percent Black
Applied Arts Academy						
Oyler	(4-6)	29	125	2	156	18.6%
Elementary College Preparatory						
Anderson Place	(4-6)	42	41	3	86	48.8
Bond Hill	(4-6)	70	1	0	71	98.6
Burton	(4-6)	52	1	0	53	98.1
Covedale	(4-6)	83	144	4	231	35.9
Pleasant Hill	(4-6)	82	26	0	108	75.9
Roselawn/Condon	(4-8)	162	148	10	320	50.6
Elementary Individually Guided Education						
Eastern Hills	(K-8)	284	342	5	631	45.0
Heinold	(K-8)	440	237	0	677	65.0
North Avondale	(2-6)	237	7	2	246	96.3
Silverton	(K-6)	145	32	6	183	79.2
Woodford	(K-3)	232	195	6	433	53.6
Elementary Math and Science Academy						
Rockdale	(4-6)	57	2	0	59	96.6
French Bilingual						
Carthage	(K-4)	127	140	2	269	47.2
Midway	(K-5)	116	164	11	291	39.9
Mt. Washington	(K-1)	43	110	0	153	28.1
Fundamental Academy						
College Hill	(K-6)	328	216	3	547	60.0
Linwood	(K-6)	134	199	4	337	39.8
German Bilingual						
Fairview	(K-5)	211	257	28	496	42.5
Individual Progress and Social Impact Program						
Bramble	(K-3)	80	85	7	172	46.5
Pleasant Hill	(K-3)	236	126	7	369	64.0
Intermediate Demonstration Center						
Chase Int.	(4-6)	430	283	2	715	60.1
Montessori						
North Avondale	(K-1)	102	44	8	154	66.2
Sands	(K-6)	329	332	9	670	49.1
Multi-Age, Non-Graded						
Clifton	(K-6)	355	290	58	703	50.5
Reading/Language Arts Demonstration Center						
Douglass	(K-6)	292	192	19	503	58.1
Spanish Bilingual						
Cheviot	(K)	35	73	1	109	32.1
Hartwell	(K-5)	109	121	4	234	46.6
Mt. Airy	(K-5)	138	119	3	260	53.1
Pleasant Ridge	(K-5)	213	170	16	399	53.4
Swifton	(K-5)	81	29	2	112	72.3
Cincinnati Academy of Math and Science						
Woodward (CAMAS)	(7-12)	333	96	2	431	77.3
Cincinnati Academy of Physical Education						
CAPE	(4-12)	621	612	8	1,241	50.0
Cincinnati Bilingual Academy						
Schiel	(6-8)	236	136	23	395	59.7
City-Wide Learning Community						
Hughes	(9-12)	71	52	1	124	57.3
International Studies Academy						
Withrow	(9-12)	206	93	65	364	56.6
Junior High College Readiness						
Dater	(7-9)	17	15	0	32	53.1
Peoples	(7-8)	67	39	3	109	61.5
Porter	(7-9)	45	38	0	83	54.2
Schwab	(7-8)	54	42	1	97	55.7
Shroder	(7-9)	62	5	0	67	92.5
School for Creative and Performing Arts						
SCPA	(4-12)	547	598	19	1,164	47.0
TOTAL		7,533	5,977	344	13,854	54.4%

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improvement over the previous school year when 69% of the programs met these guidelines.

Table 2 lists the alternative program locations that did not meet the guidelines of 30% to 70% black membership in 1982-83 or 1983-84. These data show that programs in nine locations did not meet the racial requirement in both 1982-83 and 1983-84.

Table 2. Comparison of Percentages of Black Membership and Deviation from Guideline Range, December, 1982, and December, 1983.

Program/Location	December 1982		December 1983	
	% Black	% Deviation	% Black	% Deviation
Applied Arts Academy				
Oyler	12.3%	17.7%	18.6%	11.4%
Elementary College Preparatory				
Bond Hill	93.8	23.8	98.6	28.6
Burton	97.9	27.9	98.1	28.1
Pleasant Hill	70.5	NONE	75.9	5.9
Elementary Individually Guided Education				
Heinold	86.6	16.6	65.0	NONE
North Avondale	96.1	26.1	96.3	26.3
Silverton	87.5	17.5	79.2	3.2
Elementary Math and Science Academy				
Rockdale	97.4	27.4	96.6	26.6
French Bilingual				
Mt. Washington	NO PROGRAM		28.1	1.9
Spanish Bilingual				
Swifton	71.6	1.6	72.3	2.3
Cincinnati Academy of Math and Science				
Woodward (CAMAS)	75.9	5.9	77.3	7.3
Junior High College Readiness				
Peoples	81.4	11.4	61.5	NONE
Shroder	93.3	23.3	92.5	22.5

Table 3 presents a summary of program locations by area of the city. The data show that there are five single-location programs being operated in the eastern area of the city and seven in the west. Programs with multiple locations are well distributed throughout the district.

Table 3. Alternative Program Locations by District Area, 1983-84.

Program Title	Number of Program Locations by Area		
	East	West	Total
*Applied Arts Academy	0	1	1
Elementary College Preparatory	4	2	6
Elementary Individually Guided Education	4	1	5
*Elementary Math and Science Academy	1	0	1
French Bilingual	1	2	3
Fundamental Academy	1	1	2
*German Bilingual	1	0	1
Individual Progress and Social Impact Program	1	1	2
*Intermediate Demonstration Center	0	1	1
Montessori	1	1	2
*Multi-Age, Non-Graded	0	1	1
*Reading/Language Arts Demonstration Center	1	0	1
Spanish Bilingual	3	2	5
*Cincinnati Academy of Math and Science	1	0	1
*Cincinnati Academy of Physical Education	0	1	1
*Cincinnati Bilingual Academy (Schiel)	0	1	1
*City-Wide Learning Community	0	1	1
*International Studies Academy	1	0	1
Junior High College Readiness	2	3	5
*School for Creative and Performing Arts	0	1	1
TOTALS	22	20	42

*Program located at one site only.

Achievement Status

California Achievement Tests were administered in April, 1984, to all students in grades 1 through 11, including students in alternative programs. Computerized analyses of the test data made it possible to determine results separately for alternative program students and non-alternative students. Tables 4-7 present summaries of the data.

Table 4 shows the numbers and percentages of alternative program students whose scores attained or exceeded the "national norm" and those whose scores fall into three stanine categories - below average (stanines 1, 2, and 3), average (stanines 4, 5, and 6), and above average (stanines 7, 8, and 9). The data presented are based on total reading and total mathematics scores.

Table 4. CAT Total Reading and Total Math Stanine Distribution and Percent At and Above National Norm for Alternative Programs by Location, April, 1984.

Program/Location		Stanine Category: Below Average (1-3) N (%) TR	Below Average (1-3) N (%) TM	Average (4-6) N (%) TR	Average (4-6) N (%) TM	Above Average (7-9) N (%) TR	Above Average (7-9) N (%) TM	At and Above National Norm Total Program N (%) TR	At and Above National Norm Total Program N (%) TM
Applied Arts Academy									
Oyler	(4-6)	53 (50.5%)	54 (51.9%)	47 (44.8%)	47 (45.2%)	5 (4.8%)	3 (2.9%)	24 (22.9%)	12 (11.5%)
Intermediate Demonstration Center									
Chase Int.	(4-6)	165 (26.0)	135 (21.3)	418 (65.9)	429 (67.7)	51 (8.0)	70 (11.0)	225 (35.5)	270 (42.6)
Reading/Language Arts Demonstration Center									
Douglass	(1-6)	21 (8.2)	31 (12.3)	147 (57.4)	145 (57.5)	88 (34.4)	76 (30.2)	168 (65.6)	161 (63.9)
Elementary College Preparatory									
Anderson Place	(4-6)	0 (0.0)	0 (0.0)	11 (11.3)	9 (9.4)	86 (88.7)	87 (90.6)	97 (100.0)	96 (100.0)
Bond Hill	(4-6)	0 (0.0)	5 (8.3)	45 (75.0)	33 (55.0)	15 (25.0)	22 (36.7)	53 (88.3)	45 (75.0)
Burton	(4-6)	1 (2.5)	1 (2.5)	34 (85.0)	24 (60.0)	5 (12.5)	15 (37.5)	23 (57.5)	37 (92.5)
Covedale	(4-6)	6 (2.7)	3 (1.3)	122 (54.0)	101 (44.7)	98 (43.4)	122 (54.0)	187 (82.7)	200 (88.5)
Pleasant Hill	(4-6)	8 (7.2)	6 (5.4)	73 (65.8)	77 (69.4)	30 (27.0)	28 (25.2)	86 (77.3)	75 (68.0)
Roselawn/Condon	(4-8)	0 (0.0)	0 (0.0)	109 (43.3)	98 (38.9)	143 (56.7)	154 (61.1)	238 (94.4)	240 (95.2)
Elementary Individually Guided Education									
Eastern Hills	(1-8)	60 (15.7)	46 (11.4)	274 (71.7)	272 (67.5)	48 (12.6)	85 (21.1)	185 (48.4)	230 (57.1)
Heinold	(1-8)	138 (29.5)	117 (25.1)	297 (63.5)	316 (67.7)	33 (7.1)	34 (7.3)	125 (26.7)	179 (38.3)
North Avondale	(2-6)	39 (17.7)	31 (14.0)	137 (62.3)	146 (65.8)	44 (20.0)	45 (20.3)	109 (49.5)	124 (56.4)
Silverton	(1-6)	36 (12.4)	37 (12.7)	206 (70.8)	178 (61.2)	49 (16.8)	76 (26.1)	156 (53.6)	176 (60.5)
Woodford	(1-3)	18 (7.6)	26 (11.0)	110 (46.6)	109 (46.2)	108 (45.8)	101 (42.8)	162 (68.6)	167 (70.8)
Elementary Math and Science Academy									
Rockdale	(4-6)	6 (12.2)	6 (12.2)	38 (77.6)	24 (49.0)	5 (10.2)	19 (38.8)	25 (51.0)	36 (73.5)
French Bilingual									
Carthage	(1-4)	19 (14.7)	15 (11.5)	76 (58.9)	57 (43.8)	34 (26.4)	58 (44.6)	74 (57.4)	99 (76.2)
Midway	(1-5)	20 (14.0)	12 (8.3)	69 (48.3)	81 (56.3)	54 (37.8)	51 (35.4)	96 (67.1)	112 (77.8)
Mt. Washington	(1)	1 (1.8)	3 (5.3)	14 (24.6)	14 (24.6)	42 (73.7)	40 (70.2)	51 (89.5)	54 (94.7)
Fundamental Academy									
College Hill	(1-6)	32 (8.5)	25 (6.6)	208 (54.2)	237 (63.0)	103 (27.3)	114 (30.3)	231 (61.3)	264 (70.2)
Linwood	(1-6)	16 (6.9)	16 (6.5)	159 (68.2)	157 (63.6)	58 (24.9)	74 (30.0)	136 (58.4)	168 (68.0)
German Bilingual									
Fairview	(1-5)	9 (3.0)	12 (3.9)	151 (49.7)	144 (47.4)	144 (47.4)	148 (48.7)	259 (85.2)	258 (84.9)
Individual Progress and Social Impact Program									
Bramble	(1-3)	4 (4.7)	16 (19.0)	53 (62.4)	53 (63.1)	28 (32.9)	15 (17.9)	58 (68.2)	44 (52.4)
Pleasant Hill	(1-3)	28 (13.8)	17 (8.3)	108 (53.2)	104 (51.0)	67 (33.0)	83 (40.7)	132 (65.1)	142 (69.9)
Montessori									
North Avondale	(1)	12 (19.0)	19 (30.6)	30 (47.6)	33 (53.2)	21 (33.3)	10 (16.1)	42 (66.1)	30 (48.4)
Sands	(1-6)	35 (7.0)	34 (6.7)	261 (52.0)	228 (44.9)	206 (41.0)	246 (48.4)	362 (72.1)	401 (78.9)
Multi-Age, Non-Graded									
Clifton	(1-6)	85 (16.8)	80 (15.2)	252 (47.9)	264 (50.0)	189 (35.9)	184 (34.8)	313 (59.5)	338 (64.0)

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Table 4 (Cont'd.)

Program, Location	Stanine Category: Below Average (1-3) N (%) TR	TM	Average (4-6) N (%) TR	TM	Above Average (7-9) N (%) TR	TM	At and Above National Norm Total Program N (%) TR	TM
Spanish Bilingual								
Hartwell (1-5)	3 (2.3%)	2 (1.5%)	63 (47.4%)	69 (52.3%)	67 (50.4%)	61 (46.2%)	105 (78.9%)	113 (85.6%)
Mt. Airy (1-5)	5 (3.3)	7 (4.6)	85 (56.7)	89 (58.9)	60 (40.0)	55 (36.4)	106 (70.7)	111 (73.5)
Pleasant Ridge (1-5)	17 (9.3)	19 (10.6)	104 (57.1)	79 (44.1)	61 (33.5)	81 (45.3)	127 (69.8)	135 (75.4)
Swifton (1-5)	6 (9.5)	10 (15.9)	47 (74.6)	41 (65.1)	10 (15.9)	12 (19.0)	33 (52.4)	40 (63.5)
Cincinnati Academy of Math and Science								
Woodward (CAMAS) (7-11)	29 (10.4)	15 (5.4)	221 (79.2)	207 (74.5)	29 (10.4)	56 (20.1)	154 (55.2)	187 (67.3)
Cincinnati Academy of Physical Education								
CAPE (4-11)	169 (18.6)	147 (16.0)	652 (71.7)	705 (76.9)	88 (9.7)	65 (7.1)	368 (40.5)	417 (45.3)
Cincinnati Bilingual Academy								
Schiel (6-8)	18 (5.7)	4 (1.3)	206 (65.4)	203 (65.7)	91 (28.9)	102 (33.0)	232 (73.7)	248 (80.3)
Junior High College Readiness								
Dater (7-9)	1 (3.6)	2 (7.1)	18 (64.3)	14 (50.0)	9 (32.1)	12 (42.9)	22 (78.6)	23 (82.1)
Peoples (7-8)	3 (3.3)	3 (3.2)	69 (75.8)	72 (75.3)	19 (20.9)	20 (21.5)	71 (78.0)	68 (73.1)
Porter (7-9)	5 (6.8)	7 (9.5)	64 (87.7)	64 (86.5)	4 (5.5)	3 (4.1)	36 (49.3)	32 (43.2)
Schwab (7-8)	2 (2.3)	5 (5.7)	67 (77.9)	68 (77.3)	17 (19.8)	15 (17.0)	59 (68.6)	55 (62.5)
Shroder (7-9)	1 (1.7)	0 (0.0)	50 (84.7)	41 (69.5)	8 (13.6)	18 (30.5)	43 (72.9)	55 (93.2)
School for Creative and Performing Arts								
SCPA (4-11)	31 (3.3)	34 (3.6)	515 (54.4)	519 (55.0)	400 (42.3)	391 (41.4)	743 (78.5)	702 (74.4)
International Studies Academy								
Withrow (9-11)	13 (5.2)	22 (9.3)	182 (73.4)	172 (72.6)	53 (21.4)	43 (18.1)	154 (62.1)	142 (59.9)
City-Wide Learning Community								
Hughes (9-11)	13 (26.0)	14 (28.0)	27 (54.0)	34 (68.0)	10 (20.0)	2 (4.0)	21 (42.0)	20 (40.0)
Summary Data (Gr. 1-11)	1142 (11.7)	1048 (10.7)	5916 (60.4)	5812 (59.2)	2734 (27.9)	2951 (30.1)	5974 (61.0)	6391 (65.1)

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Table 5 compares achievement status levels of alternative program students and non-alternative students. Numbers and percentages of students whose scores fall into the below average, average, and above average categories are reported for grades 1 through 11 in total reading and total mathematics.

Of the alternative students tested in reading, 11.7% were in the below average stanines while 20.3% of the non-alternative students scored in this stanine category. A total of 60.4% of the alternative students scored in the average stanines compared to 60.3% of non-alternative students. Stanines 7 through 9 contained 27.9% of the alternative group and 19.3% of the non-alternative students.

In mathematics, 10.7% of the alternative students scored in the below average stanines while 20.2% of the non-alternative group scored in this category. Average stanines showed 59.2% of the alternative group compared to 58.1% of the non-alternative students. The above average stanine category included 30.1% of the alternative population while 21.7% of the non-alternative students scored in stanines 7, 8, and 9.

It can be seen from the data in Table 5 that the alternative students are achieving at a higher status with fewer students in the lower stanines and more in the above average category in both reading and mathematics. The differences between the two groups in the average stanines are slight. It is important to remember that these data should not be construed as an achievement progress report, but rather as a study of the present status of achievement.

Table 5. Comparison of California Achievement Tests, Total Reading and Total Math, Stanine Distributions for Alternative and Non-Alternative Groups, Grades 1-11, April, 1984.

	Below Average Stanines 1-3				Average Stanines 4-6				Above Average Stanines 7-9			
	TR		TM		TR		TM		TR		TM	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Alt.	1142	(11.7)	1048	(10.7)	5916	(60.4)	5812	(59.2)	2734	(27.9)	2951	(30.1)
Non-Alt.	5385	(20.3)	5297	(20.2)	15965	(60.3)	15256	(58.1)	5115	(19.3)	5701	(21.7)

Achievement Gains, Matched Promoted Students, Normal Curve Equivalents

Table 6 presents achievement gain data in normal curve equivalents (NCEs) for the alternative student population. These data are derived from the results of two years of testing with the California Achievement Tests. Promoted students in alternative programs tested in April, 1983, and again in April, 1984, are included in this study. NCE gains are shown for grades 2-11 but not for grade 1.

In reviewing NCE data, it is important to understand that if students maintain their NCE scores from year to year (resulting in a gain of 0) they are meeting the expected achievement level. An increase in average NCEs from one testing date to another would indicate that more than expected achievement growth had occurred. Conversely, losses in average NCEs indicate less than expected achievement as compared to the norm group. In addition, a gain of NCEs represents exactly the same amount of expected performance improvement for pupils at the extreme low end of the achievement distribution as it does for the average and above average achievers. NCEs are sensitive to small gains making the data more precise in reflecting achievement gains or losses.

It can be seen from the data in Table 6 that the average NCE gain was 0.9 in reading and 0.9 in mathematics. These results indicate that students in alternative programs did improve achievement levels overall in these important basic skills.

Table 6. Normal Curve Equivalents Status and Gains, California Achievement Tests, Total Reading and Total Math, Matched and Promoted Alternative Students by Program and Location, April, 1983 and April, 1984.

Program/Location	Total Reading			Total Math		
	Avg. NCE 1983	Avg. NCE 1984	NCE Gain*	Avg. NCE 1983	Avg. NCE 1984	NCE Gain*
Applied Arts Academy						
Oyler	40.2	36.5	-3.6	35.7	34.3	-1.5
Intermediate Demonstration Center						
Chase Int.	45.0	44.8	-0.2	46.4	47.0	+0.6
Reading/Language Arts Demonstration Center						
Douglass	61.6	57.6	-4.0	57.2	54.4	-2.8
Elementary College Preparatory						
Anderson Place	74.5	79.7	+5.2	79.6	85.5	+5.8
Bond Hill	57.5	59.3	+1.8	58.5	58.0	-0.5
Burton	50.5	52.2	+1.7	56.9	61.7	+4.8
Covedale	63.2	62.7	-0.5	63.6	67.7	+4.1
Pleasant Hill	55.8	57.7	+1.9	58.1	55.0	-3.1
Roselawn/Condon	64.9	68.5	+3.6	66.2	69.2	+3.0
Elementary Individually Guided Education						
Eastern Hills	47.8	49.1	+1.4	51.6	52.8	+1.2
Heinold	39.0	40.9	+1.8	42.4	45.1	+2.7
North Avondale	50.6	50.4	-0.2	51.4	51.6	+0.2
Silverton	50.1	51.3	+1.2	48.8	54.5	+5.7
Woodford	62.7	62.0	-0.8	56.2	58.3	+2.2
Elementary Math and Science Academy						
Rockdale	50.7	50.5	-0.2	53.5	59.5	+6.0
French Bilingual						
Carthage	49.0	47.6	-1.4	47.7	53.8	+6.2
Midway	55.9	55.0	-0.9	59.6	59.1	-0.5
Mt. Washington	----	70.7	----	----	74.0	----
Fundamental Academy						
College Hill	54.3	55.2	+0.9	53.0	57.3	+4.3
Linwood	54.6	55.5	+0.9	60.5	59.7	-0.8
German Bilingual						
Fairview	65.9	67.8	+1.9	65.7	68.8	+3.1
Individual Progress and Social Impact Program						
Bramble	55.1	54.4	-0.7	52.1	47.2	-4.9
Pleasant Hill	52.4	52.6	+0.2	57.1	59.1	+2.0
Montessori						
North Avondale	----	54.9	----	----	47.1	----
Sands	58.7	59.5	+0.8	58.4	63.7	+5.2
Multi-Age, Non-Graded						
Clifton	55.3	57.8	+2.5	56.7	57.4	+0.6
Spanish Bilingual						
Hartwell	65.8	65.5	-0.3	68.0	63.2	-4.8
Mt. Airy	54.5	61.3	+6.7	53.4	59.5	+6.1
Pleasant Ridge	58.7	61.4	+2.8	61.8	63.2	+1.4
Swifton	50.6	54.7	+4.2	50.5	52.3	+1.8
Cincinnati Academy of Math and Science						
Woodward (CAMAS)	47.5	50.0	+2.5	58.7	55.2	-3.6
Cincinnati Academy of Physical Education						
CAPE	47.0	47.0	+0.1	49.8	47.5	-2.3
Cincinnati Bilingual Academy						
Schiel	57.2	58.7	+1.5	57.7	61.2	+3.5
Junior High College Readiness						
Dater	61.3	57.5	-3.7	58.9	59.9	+1.0
Peoples	56.7	57.5	+0.8	57.6	56.1	-1.5
Porter	47.4	48.6	+1.2	53.4	48.9	-4.5
Schwab	54.6	55.5	+0.9	53.3	53.1	-0.2
Shroder	51.8	54.1	+2.3	59.3	61.9	+2.6
School for Creative and Performing Arts						
SCPA	61.7	62.4	+0.8	61.6	62.0	+0.5
International Studies Academy						
Withrow	54.2	55.2	+1.0	53.7	54.0	+0.3
City-Wide Learning Community						
Hughes	42.7	45.7	+3.0	46.4	42.9	-3.5
Summary Data (Gr. 2-11)	54.0	54.9	+0.9	55.4	56.3	+0.9
Number of Matched Promoted Students		7764			7791	

* Gains can be reported only for students in grades 2 through 11.

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Table 7 compares the mean NCE gains for total reading and total math. The alternative group average NCEs gain was slightly higher than the non-alternative group, a deviation of +0.4 NCEs. The alternative group is recorded as showing similar gains in mathematics. Both groups are meeting and exceeding expected achievement growth.

Table 7. Comparison of Mean NCE Gains for Matched and Promoted Students Alternative and Non-Alternative Population, California Achievement Tests, Grades 1-11, April, 1983, and April, 1984.

TOTAL READING

Non-Alternative			Alternative		
1983	1984	Gain	1983	1984	Gain
$\bar{X}$ = 49.4	$\bar{X}$ = 49.9	$\bar{X}$ = +0.5	$\bar{X}$ = 54.0	$\bar{X}$ = 54.9	$\bar{X}$ = +0.9
	N = 26,278			N = 7,764	

TOTAL MATHEMATICS

Non-Alternative			Alternative		
1983	1984	Gain	1983	1984	Gain
$\bar{X}$ = 50.5	$\bar{X}$ = 51.4	$\bar{X}$ = +0.9	$\bar{X}$ = 55.4	$\bar{X}$ = 56.3	$\bar{X}$ = +0.9
	N = 26,088			N = 7,791	

Attitudes

During November and December, 1983, School Information System (SIS) surveys were administered to both the alternative and non-alternative students, parents, and teachers at the elementary, junior, and senior high school levels. The alternative and non-alternative responses to these surveys are shown for comparative purposes.

Student Survey. Surveys were administered to 2,136 alternative students and 4,712 non-alternative students at three levels - elementary, junior high,

and senior high. Results of the survey are shown as percentages of affirmative responses.

Overall, more positive responses to the 63 item survey are recorded by the alternative students.

The interracial understanding factor, as shown by the following items, was rated more positively by the alternative students.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Student
4. I like going to school with students of different races.	81	71	10%
13. Students of different races are treated fairly at my school.	76	67	9%
20. In my school we have studied about interracial understanding.	56	45	11%
32. Students of different races get along well in my school.	65	57	8%
43. It is important to go to school with students of other races.	71	59	12%

Attitudes toward school were also rated slightly higher by the alternative students.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Student
2. I like school.	72	69	3%
5. I like my school.	73	65	8%
11. My teachers care about me.	63	52	11%
12. School helps me feel good about myself.	63	59	4%
21. Most of my schoolwork is interesting.	72	75	-3%

Attitudes regarding discipline and safety were rated higher by the alternative students.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Student
19. Students at my school are well behaved in class.	25	20	5%
22. There is good discipline in my school.	61	49	12%
29. I feel safe at school.	61	53	8%
44. My parents feel there is good discipline in my school.	60	46	14%
57. Discipline in my school is handled fairly.	60	50	10%
60. Punishments are given fairly at my school.	50	46	4%

Although the alternative students rated these factors more positive than the non-alternative students, it is apparent that all of these items should record a higher percentage of affirmative responses.

Parent Survey. The School Information System parent survey was administered in December, 1983, to a 50% random sample of parents with children in alternative and non-alternative programs in grades K-12. A total of 5,558 non-alternative parent surveys and 3,200 alternative parent surveys were returned. Results of the survey are shown for comparative results.

Both alternative and non-alternative parents gave high positive responses to many of the survey items. More than 70% of the alternative parents gave affirmative responses to 21 of the 33 items, and 70% or more of the non-alternative parents gave affirmative responses to 16 of these items.

Interracial understanding was rated very positively by the alternative parents. The three survey items related to interracial understanding received an average affirmative response of 76%. This was 11% higher than the average

response by non-alternative parents. Both alternative and non-alternative junior high parents rated this factor more positively than the other school levels.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Parents
11. Would you keep your child in the Cincinnati Public Schools if all schools were racially balanced?	83	74	9%
17. Do you believe children should have interracial experiences in their school program?	79	67	12%
23. Do you think there is good student interracial understanding in your child's school?	65	54	11%

Alternative parents also rated the safety/discipline factor higher than the non-alternative parents. The average affirmative response was 84% for alternative parents compared to 76% for non-alternative parents.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Parents
5. Do you feel your child is receiving an education that will help him/her become a good citizen?	88	80	8%
6. Do you think your child is treated fairly at school?	84	80	4%
9. Do you feel your child is safe at school?	84	75	9%
10. Do you believe the principal in your child's school is doing a good job?	81	77	4%
14. Do you feel there is good discipline at your child's school?	82	70	12%

An average value of 86% affirmative response was received from the alternative parents on their attitude toward school. Non-alternative parents rated this factor with an average value of 70.4%.

Item	Alternative %	Non-Alternative %	Deviation Favoring Alternative Parents
3. Does your child's school teach what you think should be learned?	90	83	7%
7. Has the school done a good job of teaching your child basic skills such as reading?	84	78	6%
12. Are you satisfied with the quality of teaching at your child's school?	83	73	10%
19. Do you feel your school's programs are meeting the individual needs of your child?	86	61	25%
20. Do you believe your child's teachers take a personal interest in him/her?	88	57	31%

Teacher Survey. The School Information System teacher survey was administered to both alternative and non-alternative teachers in November, 1983. A total of 1,212 non-alternative teacher surveys and 586 alternative teacher surveys at all levels were returned. The responses given by the elementary, junior high, and senior high teachers are shown for comparative purposes. The survey form used a 1 (poor) to 7 (excellent) evaluative scale with a rating of 4 considered average.

Alternative teachers' ratings were more positive than the non-alternative teachers. Average ratings of the 56 items on the teacher survey were given a 0.5 higher rating by the alternative teachers. Non-alternative teachers had a better than average rating of 4.3 and alternative teachers responded with a higher average rating of 4.8.

Attitudes toward school were rated more positively by the alternative teachers. Average responses were 5.4 for alternative teachers and 5.0 for non-alternative teachers.

Item	Alternative Mean	Non-Alternative Mean	Deviation Favoring Alternative Teacher
1. Satisfaction with my teaching assignment.	5.7	5.4	.3
2. General quality of teaching in our school.	5.8	5.3	.5
6. My morale as it relates to my school.	5.3	4.9	.4
8. Teacher-administrator cooperation in our school.	5.2	4.8	.4
22. Staff morale in our school.	4.9	4.4	.5

The safety/discipline factor was also given a higher rating by the alternative teachers. Based on the items listed below, the alternative teachers gave an average rating of 5.1 to this factor, while the non-alternative teachers gave a 4.6 average response.

Item	Alternative Mean	Non-Alternative Mean	Deviation Favoring Alternative Teacher
7. Students' freedom from physical threat in our school.	5.4	4.8	.6
9. Administrative help in our school with discipline problems.	5.2	4.8	.4
13. Clarity of our school's code of discipline.	5.0	4.7	.3
21. Effectiveness of disciplinary procedures in our school.	4.9	4.5	.4
32. Behavior of students in our school.	4.8	4.2	.6

Alternative teachers were also more positive in rating items related to interracial understanding. The alternative teachers gave a mean rating of 5.2 to the factor, while non-alternative teachers responded with an average rating of 4.6. The interracial understanding items and ratings are listed below.

Item	Alternative Mean	Non-Alternative Mean	Deviation Favoring Alternative Teacher
3. Degree to which students of all races are treated fairly in our school.	5.6	5.1	.5
12. Degree of interracial understanding within our school staff.	5.1	4.7	.4
18. Staff support for improved interracial understanding.	5.1	4.5	.6
20. Adequacy of my school's efforts to improve interracial understanding.	5.0	4.5	.5
23. Degree of interracial understanding within our student body.	5.0	4.4	.6

In general, these data indicate that students, parents, and teachers in alternative programs hold slightly more positive attitudes than their non-alternative school counterparts on several key aspects of the educational process.

Program Costs

Although the complete cost of operating alternative programs cannot be determined easily, alternative program costs related to excess staff and non-personnel budget allocations are identified and reported. The excess staff are teachers and instructional assistants who are assigned to alternative programs in addition to regular staffing allocations. Similarly, non-personnel budget allocations are supplements to allocations routinely made to schools. It should be noted, however, that excess teaching staff members are not

additional staff beyond the number needed to comply with the pupil-teacher ratio required by Senate Bill 170. Thus, the costs reported for excess staff in alternative programs do not represent additions to the school system budget.

Table 8 shows the number of excess teachers and instructional assistants assigned to alternative programs during the 1983-84 school year. The cost figures shown in the table are based on average salaries for the school year and they include expenditures for benefits as a percentage of the average salaries. The total of 111 excess teachers was 3.5 teachers higher compared to the previous school year while there were 7.0 more instructional assistants during the 1983-84 school year.

Table 8. Estimated Personnel Costs of Alternative Programs, 1983-84.

Program	Teachers	Instructional Assistants	Cost *
Applied Arts Academy	2.0		$ 60,038
1 site		0.0	
Elementary College Preparatory	1.0		30,018
6 sites		0.0	
Elementary Individually Guided Education	18.5		555,351
5 sites		30.0	259,523
Elementary Math and Science Academy	0.0		0
1 site		1.0	8,651
French Bilingual	5.5		165,104
3 sites		0.0	
Fundamental Academy	2.5		75,047
2 sites		0.0	
German Bilingual	5.5		165,104
1 site		1.0	8,651
Individual Progress and Social Impact Program	0.0		0
2 sites		0.0	

(Continued on next page)

Table 8. (Cont'd.)

Program	Teachers	Instructional Assistants	Cost *
Intermediate Demonstration Center	1.0		$ 30,019
1 site		0.0	
Montessori	10.5		315,199
2 sites		42.0	363,330
Multi-Age, Non-Graded	2.0		60,038
1 site		8.0	69,206
Reading/Language Arts Demonstration Center	3.5		105,066
1 site		4.0	34,603
Spanish Bilingual	12.0		360,227
5 sites		0.0	
Cincinnati Academy of Math and Science	6.0		180,114
1 site		2.0	17,302
Cincinnati Academy of Physical Education	9.0		270,171
1 site		0.0	
Cincinnati Bilingual Academy (Schiel)	4.5		135,085
1 site		0.0	
City-Wide Learning Community	1.0		30,019
1 site		0.0	
International Studies Academy	6.5		195,123
1 site		0.0	
Junior High College Readiness	11.0		330,208
5 sites		0.0	
School for Creative and Performing Arts	9.0		270,171
1 site		0.0	
Subtotals			$3,332,102
			$ 761,266
Total	111.0	88.0	$4,093,368

* Cost figures are based on average salaries for the school year and they include expenditures for benefits.

Table 9 shows the non-personnel budget allocations to alternative programs during the 1983-84 school year. These funds were allocated by program managers for special needs related to equipment, supplies, supplementary books and in-service training. Comparative data from the 1982-83 school year are also shown in the table.

Table 9. Comparison of Non-Personnel Budget for Alternative Programs, 1982-83 and 1983-84.

Program	1982-83	1983-84
Applied Arts Academy	$ 5,500	$ 1,500
Bilingual	11,525	10,000
Elementary College Preparatory	8,800	10,000
Elementary Math and Science Academy	3,500	5,000
Fundamental Academy	500	700
Individually Guided Education	23,560	20,000
Individual Progress and Social Impact Program	1,725	1,270
Intermediate Demonstration Center	0	1,000
Montessori	15,400	95,000
Multi-Age, Non-Graded	4,500	3,180
Reading/Language Arts Demonstration Center	10,500	3,000
Cincinnati Academy of Math and Science	33,950	25,000
Cincinnati Academy of Physical Education	35,030	30,000
City-Wide Learning Community	7,300	2,000
International Studies Academy	35,860	17,000
Junior High College Readiness	3,001	5,000
School for Creative and Performing Arts	24,000	20,000
Total Allocated	$224,651	$249,650
Total Unallocated	$ 349	$ 350

Summary

With the addition of two new alternative program sites, the enrollment has shown an increase of 503 students for a total of 13,854 students enrolled in alternative programs during the 1983-84 school year. For the 1983-84 school year, 31 of the 42 alternative programs met the racial balance guidelines established by the school system.

California Achievement Test results comparing alternative and non-alternative students reveal fewer alternative students in the below average stanines, approximately the same percentage of both groups achieving at the average stanines, and a larger percentage of alternative students in the above average stanines. These test data also show similar gains between groups in mathematics and a slightly higher gain for the alternative group in reading.

Results of the attitude surveys display higher positive responses given by the alternative groups.

Monies allocated for excess teachers and instructional assistants totaled approximately $4,093,368. The non-personnel allocated budget amounted to $249,650.

Approved:
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